

## C A JOHNSON HIGH

2219 Barhamville Rd.  
Columbia, S. C. 29204

**GRADES** 9-12 High School

**ENROLLMENT** 519 Students

**PRINCIPAL** James Taylor 803-253-7092

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**UNSATISFACTORY**

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	2	3	4	5

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 9 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Unsatisfactory	Below Average	N/A
<b>2002</b>	Unsatisfactory	Below Average	N/A
<b>2003</b>	Unsatisfactory	Unsatisfactory	No
<b>2004</b>	Unsatisfactory	Unsatisfactory	No

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	52.4	N/A	N/A	60.0	N/A	N/A
<b>Passed 1 subtest</b>	19.0	N/A	N/A	19.9	N/A	N/A
<b>Passed no subtests</b>	28.6	N/A	N/A	20.1	N/A	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	76.5%	86.0%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	0.0	2.6
<b>Seniors who met the SAT/ACT requirement</b>	0.0	2.6
<b>Seniors who met the grade point average</b>	19.1	25.7

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	71	96
<b>Number of Diplomas</b>	35	67
<b>Rate</b>	49.3%	69.1%

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	51	76.5	47	0.0	71	49.3	YES
<b>Gender</b>							
Male	18	83.3	23	0.0	36	50.0	N/A
Female	33	72.7	24	0.0	35	48.6	N/A
<b>Racial/Ethnic Group</b>							
White	0	N/A	0	N/A	0	N/A	N/A
African-American	51	76.5	47	0.0	71	49.3	
Asian/Pacific Islander	0	N/A	0	N/A	0	N/A	N/A
Hispanic	0	N/A	0	N/A	0	N/A	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
<b>Racial/Ethnic Group</b>							
Non disabled	45	82.2	38	0.0	60	55.0	N/A
Disabilities other than speech	6	33.3	9	0.0	11	18.2	N/A
<b>Migrant Status</b>							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	48	79.2	47	0.0	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	51	76.5	47	0.0	71	49.3	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	40	70.0	38	0.0	47	46.8	N/A
Full-pay meals	11	100.0	9	0.0	24	54.2	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 33.3%</b>									
All Students	134	95.5	33.0	32.2	24.3	10.4	45.2	YES	YES
<b>Gender</b>									
Male	62	96.8	36.5	36.5	25.0	1.9	34.6	N/A	N/A
Female	72	94.4	30.2	28.6	23.8	17.5	54.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	134	95.5	33.0	32.2	24.3	10.4	45.2	YES	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	113	95.6	25.5	33.7	28.6	12.2	53.1	N/A	N/A
Disabled	21	95.2	76.5	23.5	N/A	N/A	N/A	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	134	95.5	33.0	32.2	24.3	10.4	45.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	134	95.5	33.0	32.2	24.3	10.4	45.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	106	94.3	33.7	35.9	21.7	8.7	43.5	YES	NO
Full-pay meals	28	100.0	30.4	17.4	34.8	17.4	52.2	N/A	N/A
<b>Mathematics - State Performance Objective = 30.0%</b>									
All Students	134	94.0	40.7	30.1	22.1	7.1	37.2	YES	NO
<b>Gender</b>									
Male	62	93.5	42.0	28.0	24.0	6.0	36.0	N/A	N/A
Female	72	94.4	39.7	31.7	20.6	7.9	38.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	134	94.0	40.7	30.1	22.1	7.1	37.2	YES	NO
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	113	94.7	35.1	30.9	25.8	8.2	43.3	N/A	N/A
Disabled	21	90.5	75.0	25.0	N/A	N/A	N/A	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	134	94.0	40.7	30.1	22.1	7.1	37.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	134	94.0	40.7	30.1	22.1	7.1	37.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	106	92.5	45.6	30.0	21.1	3.3	33.3	YES	NO
Full-pay meals	28	100.0	21.7	30.4	26.1	21.7	52.2	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>High Schools with Students Like Ours</b>	<b>Median High School</b>
<b>Students (n= 519)</b>				
Retention rate	19.1%	Up from 17.5%	12.6%	9.1%
Attendance rate	95.2%	Up from 94.2%	95.2%	96.0%
Eligible for gifted and talented	5.5%	Down from 7.0%	2.8%	5.8%
With disabilities other than speech	17.4%	Up from 14.3%	16.8%	12.7%
Older than usual for grade	15.8%	Up from 15.0%	17.9%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.9%	0.8%	1.6%
Enrolled in AP/IB programs	0.0%	Down from 12.1%	5.4%	10.2%
Successful on AP/IB exams	10.2%		10.2%	53.8%
Annual dropout rate	5.2%	Down from 6.4%	2.5%	2.7%
Career/technology students in co-curricular organizations	5.1%	Down from 7.6%	3.2%	3.6%
Enrollment in career/technology center courses	280	Up from 259	280	466
Students participating in worked-based experiences	25.7%	Up from 21.4%	19.2%	25.7%
Career/technology students mastering core competencies	39.0%	Down from 46.3%	64.2%	77.7%
Career/technology completers placed	N/A	N/A	97.0%	99.3%
<b>Teachers (n= 42)</b>				
Teachers with advanced degrees	47.6%	Down from 52.3%	47.5%	52.0%
Continuing contract teachers	59.5%	Up from 59.1%	76.3%	82.1%
Highly qualified teachers**	77.8%	N/A	89.5%	89.5%
Teachers with emergency or provisional certificates	22.2%		14.1%	8.6%
Teachers returning from previous year	70.3%	Up from 65.1%	80.0%	86.2%
Teacher attendance rate	95.8%	Up from 94.5%	94.5%	95.3%
Average teacher salary	\$39,804	Up 1.3%	\$39,804	\$41,060
Prof. development days/teacher	6.5 days	Up from 5.0 days	13.9 days	10.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 23.6 to 1	19.6 to 1	26.4 to 1
Prime instructional time	90.2%	Up from 87.4%	87.1%	90.0%
Dollars spent per pupil*	\$8,773	Down 1.4%	\$7,784	\$6,310
Percent of expenditures for teacher salaries*	56.7%	Down from 58.9%	56.7%	57.9%
Opportunities in the arts	Excellent	No change	Good	Excellent
Parents attending conferences	30.3%	Down from 73.1%	84.5%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	<b>State Objective</b>	<b>Met State Objective</b>
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

C.A. Johnson Preparatory continues to operate with the framework of its three guiding principles; that is - build community trust, create a healthy learning environment and improve student outcomes. Through these guiding principles and partnership with Benedict College, the academy has yielded significant outcomes for the 2003-2004 school year. The number of out-of-school suspensions has decreased significantly, and we received an award from the SC Chamber of Commerce for our 2004 High Performance Partnership with BellSouth.

This year, one student was selected to attend the Governor's School, 7 students completed college level courses at Benedict for dual credit, 6 students received college credit from Midlands Technical College for passing the Technical Advanced Placement Test, and a charter for the W.E.B. DuBois Honor Society was established and 32 students were inducted into that organization.

Significant gains were made on standardized and state-administered tests. Our students improved their pass-rate on the state's Algebra I Field Test by 22 points. Also, increases were manifested in SAT, ACT and PSAT scores. These increases resulted in two Life Scholars in the tenth grade and two in the eleventh grade, one of which is a Palmetto Fellow.

Students also received state recognition in co-curricular activities. A student was selected as the 2-A Basketball Player of the Year by the State Newspaper, 1 was selected for the district's honor band, 5 for the district's jazz band and 1 student was selected for the all-state orchestra.

Members of the faculty and staff received awards, too. Two teachers were selected as Fulbright Memorial Fund Teacher participants, our bookkeeper received the Diane Harlin Award for excellence in bookkeeping, our senior aerospace instructor is featured in the BellSouth 2004 SC African American History Calendar, and ten faculty/staff members received the "Extra Mile Award" for exemplary performance.

For the 2004-05 school year, we will continue to infuse rigor into our curriculum, encourage students to take more AP courses and develop more Life Scholars.

- Dr. James A. Taylor, Principal, C.A. Johnson Preparatory Academy -

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	43	76	16
Percent satisfied with learning environment	67.4%	66.7%	75.0%
Percent satisfied with social and physical environment	76.7%	73.0%	68.8%
Percent satisfied with home-school relations	40.5%	70.3%	68.8%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.